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ABSTRACT

Workshops for teachers given under the Effective Teaching Training (ETT) program of the Albuquerque (New Mexico) Public Schools were evaluated. Based on the Upland Model of Effective Teaching, ETT will be extended to all teachers and administrators in the district by the end of the 1988-89 school year. Interviews, workshop ratings, and implementation surveys were used to evaluate the workshops. Interviews were conducted with 31 teachers and principals (from 4 elementary, 4 middle, and 4 high schools), and 4 administrators. The results indicate that: (1) teachers thought the intent of ETT was improvement of the overall quality of teaching; (2) respondents thought the program was a positive move on the part of a new administration; (3) most administrators thought ETT gave a sound basis for evaluation, while teachers considered that it increased their enthusiasm for teaching; (4) planning skills, classroom management skills, and administrators' ability to hold teacher conferences were improved; (5) school-based support was perceived as coming from principals; (6) district-wide implementation was advocated; (7) a large majority of teachers said they were implementing the concepts almost daily; and (8) most of the teachers considered that the quality of their teaching had improved. All aspects of training were rated highly by teachers and administrators. Eighteen tables provide data on the ETT program. (SLD)

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NOVEMBER, 1987

ALBUQUERQUE PUBLIC SCHOOLS
EFFECTIVE TEACHING TRAINING
PROGRAM EVALUATION

Fall, 1987

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ADMINISTRATIVE SUMMARY

In January of 1986, the Albuquerque Public Schools (APS), under the direction of the Employee Resource and Renewal Center (E.R.&R.), instituted Effective Teaching Training (ETT), a program of staff development based on the Upland Model of Effective Teaching. It is expected that all of the teachers and administrators within the district will have participated in the program's four-day workshops by the end of the 1988-89 school year. Concurrently with Effective Teaching Training, school-based and central office administrators have received training in Clinical Supervision, the complement of ETT for administrators.

In the fall of 1986, the Department of Planning, Research, and Accountability (PRA) completed an evaluation of ETT which assessed the workshop training. The results indicated that teachers found the teaching concepts and techniques covered in the workshop to be useful to them, and indicated that the training renewed their enthusiasm for the teaching profession. In order to follow up the spring, 1986 evaluation, interviews were conducted with a representative sample of teachers who had received ETT in order to determine how the concepts and techniques were being applied in the classroom. Interviews were also conducted with 11 Principals, the 2 Assistant Superintendents for Elementary Schools, the Assistant Superintendent for Middle Schools, and the Assistant Superintendent for High Schools, all of whom had received ETT and Clinical Supervision training, in order to determine the nature of ongoing administrative support for ETT at the school and district levels. In addition, each teacher and administrator who had participated in ETT during the 1986-87 school year completed a workshop evaluation form on the quality of the workshop. The results of those evaluations are included in this report, along with a summary of a survey of how ETT principles were being implemented in the classroom by those teachers who had received ETT during the 1985-86 school year. The results of the interviews, workshop ratings, and implementation surveys are summarized below.

- Teachers viewed ETT primarily as a method to provide them with a common instructional focus and to assist them in the improvement of their teaching skills. Most teachers and administrators felt that the intent of ETT was to improve the overall quality of teaching in APS.

- Respondents generally agreed that ETT had been implemented in APS as the result of a new administration which was eager to institute a strong, comprehensive staff development program. It was viewed, for the most part, as a positive move toward changes in the district's instructional program.

- Most administrators indicated that ETT provided them with a sound basis for evaluation procedures which focused on instructional practices, and which supported teacher/administrator communication. Teachers, on the other hand, pointed out that ETT renewed their enthusiasm for teaching, provided them with new ideas, and offered them an opportunity to share with other teachers.

- Administrators noted that ETT and Clinical Supervision had improved their evaluations of teachers and their ability to hold conferences with teachers they supervised, while teachers indicated that they were better organized and had better planning skills than before receiving the training. Teachers also noted that they had acquired new classroom management skills.

- Teachers and administrators reported that, to date, school-based support for ETT consisted mainly of encouragement and feedback from the principals.

- Several respondents indicated that they believed the overall quality of instruction across the district would improve once ETT training had been received by all teachers. However, there was widespread skepticism regarding teachers' willingness to change the way they had been managing their classrooms or preparing lessons.

- Follow-up inservices and the leadership of principals were seen as the two most crucial factors in the successful district-wide implementation of ETT practices.

- Respondents indicated that there was an attitude of support among principals, both for ETT training and practices. However, principals were seen as sometimes unable to demonstrate this support due to the size of the schools and the diversity and magnitude of their other responsibilities.

- Teachers and administrators who participated in the workshops during the 1986-87 school year rated all aspects of the training very highly.

- The large majority of teachers who received ETT during the 1985-86 school year responded that they were implementing the concepts taught in the training on an almost daily basis in the classroom. This represents an increase of the frequency with which they employed these principles prior to receiving ETT.

- The majority of teachers surveyed indicated that the application of ETT principles in the classroom had improved the quality of their instruction.

INTRODUCTION

In January of 1986, the Albuquerque Public Schools (APS), under the direction of the Employee Resource and Renewal Center (E.R.&R.), instituted Effective Teaching Training, a program of staff development based on the Upland Model of Effective Teaching. From January through the end of the school year, three teams of APS teacher trainers (one team for elementary school level workshops, one team for middle school level workshops, and one team for high school level workshops), conducted four-day training sessions in Effective Teaching for APS teachers. The teams each consisted of three former classroom teachers from the respective levels and a staff member from the E.R.&R. These workshops continued throughout the 1986-87 school year, and will continue in subsequent years until all teachers and administrators have had the opportunity to receive the training. It is expected that this will take two more years. Program personnel hope that, as teachers and principals work together, teaching methods will be refined, and ultimately these ongoing processes will result in more successful learning experiences for APS students.

Effective Teaching Training is closely linked with "Clinical Supervision," a structure which provides teachers with effective feedback regarding their teaching, and which was originally developed by Robert Goldhammer and Morris Cogan in the 1950's (Krajewski and Anderson, 1980). During the 1985-86 school year, all principals and some area and central office administrators received three days of Clinical Supervision training. Madeline Hunter, former principal of University Elementary School at the University of California at Los Angeles, along with Ernest Stachowski of the Professional Development Center in the Long Beach School District, have modified the original structure to include those teacher behaviors which Dr. Hunter has identified as positively related to student learning and Mattaliano's "identified competencies for performance" (Wolfe, 1981). The techniques and skills being taught to APS teachers under this structure include:

1. **Reinforcement Theory** - increasing productive behavior and enhancing student self-concept through reinforcement and rewards.

2. **Motivation Theory** - increasing students' motivation to learn by the appropriate use of several variables: interest, level of concern, knowledge of results, success, feeling tone, and reward.

3. **Practice Theory** - utilizing basic principles of effective practice so that significant improvement occurs with each practice period.

4. **Teaching to an Objective** - knowing precisely what one wants to teach and what the students will do to demonstrate that they have acquired the learning, and teaching directed to that end.

5. **Task Analysis** - breaking down a learning task into its component parts, and listing all the prerequisite skills.

6. **Diagnosis and Prescription** - determining student needs and designing appropriate learning activities at the proper level.

7. **The 5 Step Lesson Plan** - planning and presenting a lesson that incorporates, when appropriate, an anticipatory set, instruction with modeling and checking for understanding, guided practice, closure, and independent practice.

8. **Bloom's Taxonomy of the Cognitive Domain** - extending students' thinking skills and improving questioning strategies.

9. **Classroom Management Techniques** - using a signal to obtain students' attention, turning waiting time into learning time, giving clear directions and obtaining feedback from students to check for their understanding, and helping students learn to work independently.

According to the philosophy of the ETT program, individual teachers will carry back to the classroom those elements of the training which are relevant to them, and which best enhance their own styles of teaching. The principles and practices of ETT are presented to support the teacher and to enhance the basis for communication among teachers and principals. Teachers who receive ETT are encouraged to practice the skills demonstrated and to adapt them to their own specific teaching styles and individual practices.

The APS Department of Planning, Research, and Accountability (PRA) designed an initial evaluation of Effective Teaching Training which was conducted during the spring of 1986, the first year of its implementation. The purpose of the initial evaluation was to determine the overall benefit the training provided to APS. In designing that program evaluation, the expected benefits to APS, as stated by the E.R.&R., were used as a basis for general evaluation questions. Joan Heinsohn, Director or E.R.&R., described these benefits:

1. Teachers and administrators will acquire a common instructional language.

2. Teachers will acquire some new ideas and strategies to add to their teaching techniques.

3. Teachers will be able to share and articulate/identify their successful techniques.

4. Teachers will feel more valued as professionals, both through the participation in training itself as well as by the system's providing release time.

Following the completion of that study, it was decided that the evaluation for the 1986-87 school year should examine Effective Teaching Training techniques as applied in the classroom by teachers who had received the training. In addition, attention would be given to the role of principals and central office administrators who had received training in Clinical Supervision. The evaluation would examine their roles in supporting and supervising teachers as they implemented Effective Teaching Training principles in the classroom. This evaluation focused on the following questions:

- What do teachers and administrators view as the intent of ETT?

- Which components of ETT are being implemented most frequently in the field, once teachers have completed training?

- How are ETT techniques being encouraged within the school?
- How is ETT expected to affect the faculty and students of APS, both at the school level and the district level?
- To what extent are ETT trainers and other district administrators in agreement as to how teachers should implement ETT in the field?
- How will ETT be used by principals in evaluating the teachers at individual schools?

The staff of the E.R.&R. was interested in pursuing these questions in order that they could determine how the program was being viewed by teachers and administrators throughout the district. This information could then serve as an indication of how ETT practices were being received and utilized in the field, and whether or not there was consistency between what ETT was teaching and how ETT was being implemented in the field.

Also included in the evaluation is a summary of the responses of participants to the workshop rating forms which were completed at the close of each ETT session, as well as the results of a survey of the frequency and effect on instruction of the implementation in the classroom of ETT concepts.

EVALUATION PROCEDURES

In order to obtain the information necessary to address the evaluation questions, three different methods were used. First, the evaluations of the workshops themselves were analyzed in order to assess participants' perceptions of the training. The standard form used to collect this information was completed by each participant at the close of each session. Participants were asked to rate the organization of the workshop, the clarity of the objectives, the work of the presenters, the level of interest of the ideas and activities presented, the adequacy of the scope of the workshop, and the value of attending the workshop. Second, in order to determine how ETT principles were being implemented in the schools, questionnaires were sent to all teachers who had received ETT the previous year. Teachers were asked to indicate how often they were implementing the principles of ETT in the classroom, how this frequency compared to the frequency of application of these same principles in the classroom before the teachers received ETT, and the effect that application of these principles had on the quality of their instruction in the classroom. Finally, extensive interviews with teachers who had received ETT and administrators who had received Clinical Supervision were conducted. Those interviewed were selected from schools which represented all four geographic quadrants of the city and had had a number of teachers participate in the training. Four elementary schools, 4 middle schools, and 4 high schools were eventually selected.

The evaluation plan included interviews with 31 teachers from the selected schools, as well as the principals from those schools. In addition, the two Assistant Superintendents for Elementary Schools, the Assistant Superintendent for Middle Schools, and the Assistant Superintendent for High Schools were selected to be interviewed.

Eight questions, designed to address issues expressed by ETT trainers and E.R.&R. staff regarding the perceptions of ETT held by district teachers and administrators, served as guidelines for the interviews. Each question is listed below, followed by the rationale for its being asked.

What do you view as the intent of the Effective Teaching Program?

> There was interest in knowing what district employees felt ETT was trying to accomplish. ETT staff made the point during the sessions that this was a program to reinforce the strengths of teachers, review forgotten concepts, introduce new concepts, and help teachers and administrators develop a common language. However, trainers were concerned that some teachers might feel it was designed primarily to give principals a standard by which to evaluate teachers.

How did ETT get started in the Albuquerque Public Schools?

> This question was developed in order to determine what teachers and administrators felt was the impetus to implement ETT in APS, since it was felt that such perceptions could influence acceptance of the program and cooperation in its implementation.

What were the greatest benefits of ETT to you?

This question concerned specific reaction to the content of the training. There was interest in knowing what parts of ETT were most meaningful to participants. Additionally, were the benefits based on actual content or the structure of the training?

Identify one change you have made in your teaching as a result of ETT.

In addition to finding out in general terms what teachers viewed as the greatest benefits of the training, it was felt important to determine in what ways teachers were modifying what they did in the classroom after receiving training.

How would you describe the overall support for ETT in your school?

Trainers were hopeful that growth activities, such as before and after school meetings and informal workshops, were being developed within the schools that would allow teachers to share and continue to develop what they had learned through ETT. Those interviewed were asked to discuss what was occurring in schools to encourage the dissemination of ETT practices among the faculty.

What difference would it make in your school if all teachers were trained in ETT?

Trainers and E.R.&R. staff felt that the ability of teachers to share and articulate/identify their successful teaching techniques would be enhanced once all teachers had received ETT. This question attempted to determine the extent to which teachers and administrators who had received training shared this notion.

What factors do you see as being necessary to implement ETT principles in schools?

This question is an expansion of the question regarding level of support for ETT at the school level, and also attempted to address support for ETT from outside the school. Discussion generated from this question focused on such topics as the importance to the program of follow-up training and the role of the principal in the implementation of ETT within the schools.

How would you describe the support for ETT from administrators at your school?

This question was asked in order to determine the degree to which principals were supportive of ETT practices, and the degree to which teachers and principals were taking advantage of the "common language to discuss and improve the teaching/learning process."

FINDINGS FROM INTERVIEWS WITH TEACHERS AND ADMINISTRATORS

This section of the report lists each question asked during the interviews, followed by summaries of responses from Assistant Level Superintendents (ALS), Principals (PRIN), Elementary School Teachers (EST), Middle School Teachers (MST), and High School Teachers (HST). The categories of responses are the result of a content analysis of the responses from teachers and administrators.

Figure 1 summarizes the responses of teachers and administrators to the question, "What do you see as the intent of ETT?"

Figure 1

What do you see as the intent of ETT?

Response	ALS	PRIN	EST	MST	HST	Total
Not sure	-	-	1	-	1	2
To improve instruction	2	1	1	1	1	6
Evaluation of teachers	2	1	1	1	1	6
Give teachers a common focus	1	-	3	6	2	12
New methods	-	-	1	2	-	3
Exchange of ideas	-	-	2	3	-	5
Renew enthusiasm, morale	1	-	1	1	3	6
To improve skills	2	1	4	-	1	8
Refresher/Review of previous material	1	-	2	-	2	5
Reinforce what is done right	-	-	1	-	-	1
Totals	9	3	17	14	11	54

The comment which was most frequently volunteered (12 responses) was that ETT gave teachers a common focus. The second most frequent response (8) was that it was to improve skills. There were a total of six responses each for the improvement of instruction, renew enthusiasm or improve morale, and the evaluation of teachers. In each case of a teacher or administrator indicating that the purpose was to provide a basis for teacher evaluation, the respondent noted that evaluation of a teacher by the supervising principal is an essential element in a teacher's improving the quality of her or his instruction. There was agreement that, as a result of ETT and Clinical Supervision, evaluation was increasingly based on how the teacher instructed, rather than such things has how neatly a room was maintained. One teacher commented,

"We now know what is expected of us during an evaluation." Principals noted that it gave them a firmer base on which to talk to teachers about instructional matters. Overall, the responses of those interviewed indicated that ETT was seen as a positive program designed to improve instruction and support teachers.

Figure 2 summarizes the responses of teachers and administrators to the question, "How did ETT get started in APS?"

Figure 2

How did ETT get started in APS?

Response	ALS	PRIN	EST	MST	HST	Total
Don't know	-	-	4	3	2	9
Brought here from California	4	3	4	2	-	13
Brought in by new Superintendent	3	1	5	2	-	11
Legislative pressure	-	-	-	-	2	2
Looking for new evaluation system	-	-	1	1	1	3
Part of APS restructuring its goals	1	-	2	-	1	4
The School Board started it	-	-	1	-	-	1
Image to public	-	-	1	1	-	2
A way of giving APS programs more continuity/direction	-	-	-	3	-	3
Totals	8	4	18	12	6	48

The largest number of respondents (13) identified ETT as an idea which was imported from California. Another 11 felt that it originated in APS when the new Superintendent was hired. Nine respondents reported that they didn't know how ETT began in APS. With the exception of two responses, those interviewed identified the impetus for implementation of ETT as related to a concern for teachers and/or the quality of education. For example, one respondent said, "The program was implemented because the district was trying to improve its image, and this is a good way to do it."

Figure 3 summarizes responses to the question, "What were the greatest benefits of ETT to you?"

Figure 3

What were the greatest benefits of ETT to you?

Response	ALS	PRIN	EST	MST	HST	Total
Principals evaluating instructional practices	3	2	-	-	-	5
Better communication with teachers/ principals	2	1	-	-	-	3
Renewed enthusiasm and self-esteem	1	1	1	3	3	9
More ideas/strategies	-	2	4	3	2	11
Good review	1	-	2	1	-	4
Bloom's Taxonomy	-	-	2	3	-	5
Sharing with other teachers	-	-	4	5	4	13
ETT Handbook (provided during training)	-	-	2	-	-	2
Totals	7	6	15	15	9	52

Thirteen respondents indicated that the greatest benefit to them was the opportunity to share with other teachers. Another 11 reported that they found the new ideas and strategies to be most useful, while 9 reported a renewed enthusiasm and self-esteem. The responses of principals fell into 3 general areas: helping to evaluate instructional practices; renewed enthusiasm; and use of ideas by those who have gone through ETT. Much of the discussion with principals concerned the fact that by going through the training themselves (Clinical Supervision) and developing a common language with teachers, they were better able to discuss instructional practices with their teachers. One principal noted that, "I now ask teachers to write the objective of their lessons on the board so that I can walk in at any time and see what the students are actually supposed to be learning." From the teachers' standpoint, their sense of renewal and new enthusiasm for the teaching profession was also a major benefit of the training.

Figure 4 summarizes the responses of teachers and administrators to the question, "Identify one change that you made as the result of ETT."

Figure 4

Identify one change that you made as a result of ETT.

Response	ALS	PRIN	EST	MST	HST	Total
Improved my evaluations	2	3	-	-	-	5
Improved conferences	2	1	-	-	-	3
Asked teachers to write objectives on board	-	1	-	-	-	1
Use of 5 Step Plan	-	-	7	1	3	11
Better questioning	-	-	3	2	1	6
Sponges, signals	-	-	7	4	3	14
Task analysis	-	-	-	1	1	2
Waste less time	-	-	-	4	-	4
Totals	4	5	17	12	8	46

Of all the changes cited, classroom management techniques (sponges and signals) were mentioned most often (14 times). The other most frequently stated change was the use of the 5 Step Lesson Plan (11 times). The first two statements above are the only ones that directly related to the principals in this question. It can be seen that they responded with specifics concerning their improved ability to see what was going on in the classroom. One principal noted, "Principals are not really prepared for observing and evaluating in the classroom and this has been the first time that I felt comfortable doing that." In addition, four of the principals interviewed noted that subsequent conferences have begun to focus more on instruction and less on the appearance of the room or the behavior of the students. On the other hand, three principals stated that the scripting, which is a part of their required observation technique under Clinical Supervision, is awkward and may lead them to miss important things which are happening in the classroom. One of these individuals later commented that it is time consuming, but becomes easier with time.

Teachers obviously felt that their planning and questioning skills had been greatly enhanced, and that they had picked up a number of useful ideas in ETT. These fell into the areas of sponges (activities to use between other scheduled activities, which use otherwise empty time for activities related to instruction) and signals (non-verbal techniques to focus the attention of students on the teacher).

Figure 5 summarizes the responses of teachers and administrators to the question, "How would you describe the overall support for ETT in your school?"

Figure 5

How would you describe the overall support for ETT in your school?

Response	ALS	PRIN	EST	MST	HST	Total
Don't Know	-	-	3	1	1	5
This school has a very supportive climate and staff get along well.	3	2	-	-	-	5
Teachers are encouraged to share ETT ideas at staff meetings.	1	1	4	-	-	6
Informal sharing occurs among those who have had ETT.	-	-	6	2	2	10
Principal requires that participants give presentations to staff after receiving ETT	-	-	3	-	-	3
No specific follow-up	-	-	1	2	1	4
Trainers came to the school for follow-up	-	1	-	1	-	2
ETT used in evaluations	2	-	2	1	1	6
Principal requires use of 5 step lesson plan	-	-	-	-	1	1
None, we're too large	1	-	-	-	1	2
Participants mentioned in newsletter	-	-	-	-	1	1
No formal school-wide effort	1	-	1	1	2	5
Totals	8	4	20	8	10	50

In describing the overall support for ETT at the school level, ten teachers indicated that informal sharing of the ideas and techniques was occuring among those who had received the training. Six individuals responded that teachers were encouraged by the administration to share ideas at staff meetings, and another six mentioned that ETT

principles were being used as a basis for the evaluation of teachers. For the most part, however, those interviewed indicated that they were largely uninvolved in or unaware of any school-wide effort to support ETT. One principal noted that efforts to encourage ETT practices so far had been informal, but said, "When more teachers are trained this will become a school-wide program." Teachers indicated that they felt isolated from each other and that is was difficult to involve large schools in coordinated efforts such at ETT.

Figure 6 summarizes the responses of teachers and administrators to the question, "What difference would it make in your school if all teachers were trained in ETT?"

Figure 6

What difference would it make in your school if all teachers were trained in ETT?

Response	ALS	PRIN	EST	MST	HST	Total
Teachers would analyze their teaching	-	1	-	-	-	1
Good teachers will improve more while it gives me something specific to work on with marginal ones	-	2	-	-	-	2
Give instruction more focus	3	1	-	-	-	4
Many teachers have no room for change (are set in their ways)	-	-	1	3	1	5
Our evaluations would be more specific	1	-	-	1	-	2
Teaching methods would improve	2	-	2	1	-	5
More time on task	1	-	-	1	-	2
More emphasis on social and curricular matters	-	-	-	1	-	1
Humanize the classroom (it's often too impersonal)	-	-	-	-	1	1
Teachers more positive	-	-	1	-	1	2
More sharing	-	-	1	-	-	1

Figure 6 (continued)

What difference would it make in your school if all teachers were trained in ETT?

Response	ALS	PRIN	EST	MST	HST	Total
Teachers would feel more positive and effective	2	-	1	-	-	3
Totals	9	4	6	7	3	29

In response to this question, there was no major area of consensus. In fact, the supposition that "many teachers will not change" was stated by the same number who said, "teaching would improve." There were far more positive than negative prospects associated with everyone's being trained in ETT. Discussion during the interviews indicated that teachers and administrative staff both felt that if the tenets of ETT were fully utilized in schools, everyone would benefit. The statement by one principal that ETT had now given her something specific to work on with her "marginal" teachers was indicative of her belief that the program would be beneficial to teachers of lesser ability.

Figure 7 summarizes the responses of teachers and administrators to the question, "What factors do you see being necessary to implement ETT principles in schools?

Figure 7

What factors do you see being necessary to implement ETT principles in schools?

Response	ALS	PRIN	EST	MST	HST	Total
Principals must lead the way	2	2	-	1	-	5
Assistant Supts. should help keep principals accountable	1	1	-	-	-	2
Follow-up inservices	2	-	7	4	-	13
Don't phase out program before it has a chance to work	-	-	-	1	-	1
Participants willing to learn	-	-	-	1	1	2
Should be tied to pay or evaluation	-	-	-	-	1	1
Ability to observe in other classes after training	-	-	1	-	-	1
Teachers need sharing time	1	-	2	-	-	3
Totals	6	3	10	7	2	28

The largest number of respondents in one area (13) indicated that follow-up inservices would be most helpful. This was broadly defined as, "continued training to make sure that teachers don't forget ETT." Among principals, two felt that the principal was the key figure in ensuring that ETT was adopted within the schools, while only one teacher viewed the principal as the key factor. Two teachers and one administrator felt that it would be necessary to give teachers time to share ideas, while two teachers responded that the participants must be willing to learn.

Figure 8 summarizes the responses of teachers to the question, "How would you describe the administrative support within the school for ETT?" This question was not asked of administrators.

Figure 8

How would you describe the administrative support within the school for ETT?

Response	ALS	PRIN	EST	MST	HST	Total
Very supportive principals	-	-	7	5	-	12
Principal/assistant observe and provide feedback	-	-	4	1	1	6
Principal wants all teachers to implement ETT	-	-	-	1	-	1
No acknowledgement of ETT	-	-	1	-	1	2
Would need to be started by principal, has not yet been started	-	-	-	-	1	1
Principal uses ETT in inservices	-	-	3	-	-	3
Teachers asked to do workshops	-	-	1	-	-	1
ETT consistent with principal's personal philosophy	-	-	2	-	-	2
Totals	-	-	18	7	3	28

The largest number of respondents (12) indicated that their principals were very supportive of ETT at the school level. This was followed by six who specifically noted that principals and assistant principals observed teachers in the classroom and provided them with feedback as to how they were implementing the principles and techniques of ETT. Three respondents reported that principals were using ETT as a basis for school-based inservices, while another two indicated that ETT was supported at least philosophically by the principal. All but three of those interviewed indicated that there was some type of administrative support for ETT at the school.

Overall, these interview results suggest that the intent of ETT is viewed largely as one of improving instruction and providing a basis upon which to determine the quality of instruction in APS schools. The program was seen as a first step in helping to give uniform direction to the district's instructional program, while serving to revitalize teachers. It was felt that, although there is a climate of support for the program within the schools, presently there are few organized programs or activities at the school level to promote the continued development of ETT practices. Many of those interviewed felt that school-based programs and activities would have to be implemented in order for the program to have a widespread influence on district instruction. In regard to this, one principal indicated that she would wait until more of her teachers had received training before shifting her instructional emphasis toward ETT concepts. Others also mentioned that, at the time of the interview, only a small percentage of their staffs had received training, and that more emphasis would be given to the program once these percentages increased. It was widely agreed that there was a need to expand follow-up activities to ETT, and that administrative strategies to increase visible school-wide support for ETT must be developed. Overall, ETT appears to be perceived as a strong program with the potential to improve the quality of instruction within APS.

WORKSHOP EVALUATION RESULTS

Staff Development Workshop Evaluation Forms were completed by each participant in Effective Teaching Training during the 1986-87 school year. The Department of Planning, Research, and Accountability collected and tabulated the results of these forms in June. A total of 1,141 surveys were collected, with 454 being completed by elementary teachers, 362 by middle school teachers, 215 by high school teachers, 77 by APS administrators, and 33 by other APS instructional or support personnel.

Figures 9 through 15 summarize the responses of the workshop participants to the questions on the evaluation form.

Figure 9 represents the responses of participants who were asked to rate the organization of the workshops.

Figure 9

The organization of the workshop was . . .
(numbers represent percent of responses)

	Poor						Excellent	Total
	1	2	3	4	5	6	7	
Elementary Teachers	-	-	0.2	0.2	2.0	5.5	92.1	100
Mid School Teachers	-	-	-	-	1.7	11.6	86.7	100
High School Teachers	-	-	-	0.5	1.9	11.2	86.5	100
Administrators	-	-	-	-	5.2	16.9	77.9	100
Others	-	-	-	-	-	12.1	87.9	100
Total	-	-	0.1	0.2	2.0	9.5	88.2	100

As these figures indicate, the overwhelming majority of those who participated in either ETT found the organization of the workshops to be excellent. As a group, the elementary teachers responded most favorably, followed by those classified as other, middle school teachers, and high school teachers. Administrators had the fewest number of responses which indicated a maximum rating, but still overwhelmingly praised the organization of the workshops.

Figure 10 represents the responses of participants who were asked to rate how clearly the objectives of the workshop were presented.

Figure 10

The objectives of the workshop were . . .
(numbers represent percent of responses)

	Vague						Clearly Evident	Total
	1	2	3	4	5	6	7	
Elementary Teachers	-	0.2	0.2	0.4	0.7	7.9	90.5	100
Mid School Teachers	-	-	-	-	1.1	9.7	89.2	100
High School Teachers	-	-	0.5	-	0.9	10.7	87.9	100
Administrators	-	-	-	1.3	3.9	13.0	81.8	100
Others	-	-	-	-	-	6.1	93.9	100
Total	-	0.1	0.2	0.3	1.1	9.3	89.1	100

Nearly 9 out of 10 participants felt that the objectives of the workshops were clearly evident, with the highest percentage of responses indicating a maximum rating coming from those classified as "other." Again, administrators had the fewest number of responses indicating a maximum rating, but still indicated that they had found the objectives of the workshops to be clearly evident. Of all the teachers who responded, elementary teachers offered the largest percentage of maximum ratings, followed closely by middle school teachers and high school teachers.

Figure 11 represents the responses of participants who were asked to rate the work of the presenters.

Figure 11

The work of the presenters was ...
(numbers represent percent of responses)

	Poor						Excellent	Total
	1	2	3	4	5	6	7	
Elementary Teachers	-	-	0.2	0.9	1.8	9.1	88.1	100
Mid School Teachers	-	-	-	-	3.9	14.4	81.8	100
High School Teachers	-	-	0.9	1.4	4.7	17.2	75.8	100
Administrators	-	-	-	1.3	3.9	19.7	75.0	100
Others	-	-	-	-	-	9.1	90.9	100
Total	-	-	0.3	0.7	3.1	13.0	83.0	100

As can be seen from these figures, the large majority of those who participated in the workshops found the work of the presenters to be excellent. Those classified as "other" gave the highest percentage of responses indicating a maximum rating, followed by elementary teachers, middle school teachers, and high school teachers, respectively. Although administrators responded with the lowest percentage of maximum ratings for the work of the presenters, 3 out of 4 still offered the highest possible assessment.

Figure 12 represents the responses of participants who were asked to rate the level of interest of the ideas and activities presented in the workshop.

Figure 12

The ideas and activities presented were . . .
(numbers represent percent of responses)

	Dull						Very Interesting	Total
	1	2	3	4	5	6	7	
Elementary Teachers	0.4	0.2	1.3	1.1	6.2	21.9	68.9	100
Mid School Teachers	0.3	0.3	0.3	3.3	8.6	26.5	60.8	100
High School Teachers	-	0.9	0.9	4.7	9.8	29.0	54.7	100
Administrators	-	-	-	5.2	10.4	31.2	53.2	100
Others	-	-	-	-	3.0	36.4	60.6	100
Total	0.3	0.4	0.8	2.7	7.8	25.7	62.3	100

In comparison to other areas of the workshops rated by participants, satisfaction with the level of interest of the ideas and activities of the workshops received a slightly lower percentage of responses indicating a maximum rating. Still, the highest possible rating was offered by nearly two-thirds of all participants, with elementary teachers responding the most favorably (68.9%), and administrators responding the least favorably (53.2%).

Figure 13 represents the responses of participants who were asked to rate the adequacy of the coverage of the workshop topics.

Figure 13

The scope (coverage) was . . .
(numbers represent percent of responses)

	Inadequate						Very Adequate	Total
	1	2	3	4	5	6	7	
Elementary Teachers	0.2	-	0.7	0.7	4.9	16.6	77.0	100
Mid School Teachers	0.3	-	0.3	1.1	5.0	22.2	71.2	100
High School Teachers	0.5	0.5	-	2.3	6.0	27.4	63.3	100
Administrators	-	-	-	3.9	5.2	31.2	59.7	100
Others	-	-	-	-	3.0	21.2	75.8	100
Total	0.3	0.1	0.4	1.3	5.1	21.5	71.4	100

Of all the workshop participants, 71.4% felt that the coverage of the workshops was very adequate. Again, elementary teachers had the highest percentage of maximum ratings (77.0), while administrators had the lowest (59.7%).

Figure 14 represents the responses of participants who were asked to rate their personal benefit from attending the workshops.

Figure 14

My attendance at this workshop should prove . . .
(numbers represent percent of responses)

	Not Beneficial						Very Beneficial	Total
	1	2	3	4	5	6	7	
Elementary Teachers	0.2	0.4	0.9	2.2	5.3	13.7	77.3	100
Mid School Teachers	0.3	0.3	0.6	3.0	6.1	22.7	67.1	100
High School Teachers	-	-	1.4	4.2	7.5	27.6	59.3	100
Administrators	-	-	2.6	2.6	9.1	24.7	61.0	100
Others	-	-	3.0	-	-	18.2	78.8	100
Total	0.2	0.3	1.1	2.8	6.1	20.0	69.6	100

Nearly 70% of all workshop participants indicated that their participation would probably prove to be very beneficial. The highest percentage of maximum responses was received from those classified as "other," while the lowest was received by high school teachers.

Figure 15 represents the responses of participants who were asked to rate the overall quality of the workshops.

Figure 15

Overall, I consider this workshop . . .
(numbers represent percent of responses)

	Poor						Excellent	Total
	1	2	3	4	5	6	7	
Elementary Teachers	0.4	-	1.1	1.5	4.4	11.5	81.0	100
Mid School Teachers	-	0.3	0.8	1.9	3.0	18.0	76.0	100
High School Teachers	-	0.5	1.4	2.8	4.7	19.2	71.5	100
Administrators	-	-	-	1.3	5.2	18.2	75.3	100
Others	-	-	-	-	-	9.1	90.9	100
Total	0.2	0.2	1.0	1.8	4.0	15.4	77.5	100

As with the ratings on all the other aspects of the workshops, the overall ratings were also overwhelmingly positive, with 77.5% of the participants responding with the maximum rating.

In comparing ratings of all six aspects of the workshops, those in attendance gave the highest marks to the clarity of the objectives of the workshop, with 89.1% of all respondents giving it a maximum rating. This was followed by the organization of the workshop (88.2%) and the work of the presenters (83.0%). The aspect of the workshops which received the lowest rating was the level of interest which the ideas and activities were able to maintain (62.3%).

Only two aspects of the training resulted in ratings by more than 1% of the respondents which fell below the average rating. These were the level of interest of the ideas and activities (1.5%), benefit if attending the workshop (1.6%), and overall rating of the workshop (1.4%). It is clear from these results that those who attended ETT workshops rated all aspects of the training highly.

SURVEY ON THE IMPLEMENTATION OF EFFECTIVE TEACHING PRINCIPLES

In order to determine which aspects of the Effective Teaching Training were being implemented in the classroom, and what the perceived effects of this implementation were on the quality of instruction, surveys were sent to all teachers who had received ETT the previous school year. The survey addressed six specific elements of ETT: 1) Bloom's Taxonomy; 2) Classroom Management Techniques; 3) the 5 Step Lesson Plan; 4) Principles of Learning Theory; 5) Task Analysis; and 6) Behavioral Objectives. Each teacher was asked how frequently these concepts were being applied in the classroom, whether the frequency of application was greater or less now than before receiving ETT, and what effect the application of these concepts had on the quality of each teacher's instruction.

Of 426 surveys which were sent out, 196 (46%) were completed and returned. Of those returned, 67 (34%) were received from elementary teachers, 51 (26%) from middle school teachers, and 62 (32%) from high school teachers. In addition, 16 (8%) were received from teachers who did not specify their level of instruction. Figures 16 through 18 summarize the results of these surveys.

Figure 16 displays the responses of teachers with regard to the frequency of their application of ETT concepts in the classroom.

Figure 16

Frequency of Classroom Application of ETT Concepts
(numbers represent percent of responses)

Concept	Daily or Almost Daily	At Least Once/Week	At Least Once/Month	Less Than Once/Month	Total
Bloom's Taxonomy	71.6	21.6	6.2	0.5	100
Classroom Management	64.8	27.0	6.1	2.0	100
5 Step Lesson Plan	64.6	22.1	8.2	5.2	100
Learning Theory	79.0	17.9	2.6	0.5	100
Task Analysis	45.9	36.6	9.3	8.2	100
Behavioral Objectives	64.6	25.6	6.7	3.1	100
All ETT Concepts	81.3	15.5	3.1	-	100

Of the six main elements of ETT, the concept of Learning Theory appears to have been implemented in the classroom most frequently by teachers who had completed the training prior to the beginning of the 1986-87 school year. The only concept which was not being implemented on a daily or nearly daily basis by a majority of teachers was Task Analysis. When asked about their implementation of the principles of ETT in general, 81.3% of those who returned surveys said that they were being implemented either daily or almost every day in the classroom.

In order to help determine the extent to which participation in ETT changed the frequency of the application of ETT concepts in the classroom, teachers were asked to compare the frequency of their use of these principles both before and after receiving training. In asking this question, it was assumed that some of the teachers who received ETT training may have already been familiar with some of the concepts covered in the workshops. Figure 17 summarizes the responses of teachers in making this comparison.

Figure 17

Frequency of Application Compared to
Before Receiving ETT
(numbers represent percent of responses)

Concept	More Often	About the Same	Less Often	Total
Bloom's Taxonomy	52.3	47.7	-	100
Classroom Management	64.3	35.7	-	100
5 Step Lesson Plan	54.1	44.9	1.0	100
Learning Theory	49.0	51.0	-	100
Task Analysis	39.2	60.8	-	100
Behavioral Objectives	44.6	54.4	1.0	100
All ETT Concepts	72.3	27.7	-	100

These results reveal that Learning Theory, Behavioral Objectives, and Task Analysis were being implemented at about the same frequency before training as after training by more than half of the respondents. In contrast, nearly two-thirds of those responding indicated that they were using Classroom Management techniques more frequently since receiving the training than before receiving the training.

Nearly three-fourths of those who completed surveys were implementing the overall concepts of ETT more often following their participation in training. It would appear that, for a large majority of participants, ETT has provided new ideas, or at least new incentive to use ideas with which they may have once been familiar, in the classroom.

The survey also attempted to determine the effect which workshop participants felt the application of ETT principles had on the quality of their instruction. If teachers were applying these principles in the classroom, they were asked to indicate whether they felt this had resulted in an improvement in the quality of their instruction. Figure 18 summarizes the responses to this question.

Figure 18

Effect of ETT Concepts on
Quality of Instruction
(numbers represent percent of responses)

Concept	Improved	Remained the Same	Gotten Worse	Total
Bloom's Taxonomy	67.5	32.5	-	100
Classroom Management	66.3	33.7	-	100
5 Step Lesson Plan	59.3	40.2	0.5	100
Learning Theory	56.2	43.3	0.5	100
Task Analysis	48.2	51.8	-	100
Behavioral Objectives	51.8	48.2	-	100
All ETT Concepts	79.5	20.5	-	100

With the exception of Task Analysis, more than 50% of those responding felt that all of the ETT principles had improved the quality of instruction. In the cases of Bloom's Taxonomy and Classroom Management, nearly two-thirds of those who completed surveys felt that these concepts had made their teaching better.

Overall, it appears that Learning Theory is the ETT concept which was receiving the most frequent application in the classroom. However, survey results suggest that it is one of three concepts which was being applied by more than half of the teachers surveyed before receiving ETT. Task Analysis was receiving the least frequent application, and was seen by the lowest percentage of teachers (48.2%) as improving the quality of their instruction. Bloom's Taxonomy and Classroom Management Techniques were viewed by those responding as having the most positive effect on their instruction.

CONCLUSIONS

During the spring of 1987, in-depth interviews were conducted with APS teachers who had received Effective Teaching Training, as well as principals and assistant superintendents for elementary, middle, and high schools who had received training in the techniques of Clinical Supervision. The purpose of these interviews was to determine participants' perceptions of the intent of ETT, how ETT and Clinical Supervision were being implemented in the schools, what the benefits of ETT were to teachers, and the level of administrative support ETT and Clinical Supervision were receiving at the school level and from the District as a whole. In addition, workshop evaluation results were tabulated and summarized, and teachers were surveyed regarding their application of specific ETT concepts in the classroom.

Intent of ETT

The interview results indicated that teachers viewed ETT primarily as a method to provide them with a common instructional focus and to assist them in the improvement of their teaching skills. Teachers who believed that the intent was to provide a foundation upon which teacher evaluations would be based (three teachers in all) noted that this was a strength of the program, since effective evaluation of teachers is crucial to the overall improvement of the quality of instruction. Teachers and administrators interviewed generally agreed that the intent of ETT was the overall improvement of the quality of teaching in APS.

Source of ETT Program

Respondents to this question generally agreed that ETT was implemented in APS as the result of a new administration which was eager to implement a strong, comprehensive staff development program. Most felt that it was a positive move toward changes in the district's instructional program.

Benefits of ETT

The largest number of administrative respondents indicated that ETT provided them with a sound basis for teacher evaluation which focused on instructional practices, and which supported teacher/administration communication. Teachers, on the other hand, pointed out that ETT renewed their enthusiasm for teaching, provided them with new ideas, and offered them an opportunity to share with other teachers.

Changes Brought About By ETT

Administrators noted that ETT and Clinical Supervision had improved their ability to conduct evaluations of teachers, and their ability to hold conferences with teachers they supervised, while teachers indicated that they were better organized and had better planning skills than before receiving the training. Teachers also noted that they had acquired new classroom management skills.

School Support of ETT

In most cases, teachers and administrators reported that, to date, school-based support for ETT consisted of an informal sharing of ideas among teachers and an atmosphere of support from the administration. Few schools appeared to have implemented

organized activities or programs to facilitate ETT at the school level. Although administrators felt that the climate was supportive of ETT practices at their schools, they offered no specific examples. Rather, they made reference to a "feeling within the school." Teachers reported that they felt there would have to be visible school support before ETT practices could be fully implemented.

Impact of School-Wide ETT Training

Several respondents indicated that they believed the overall quality of instruction across the district would improve once ETT training had been received by all teachers. However, there was widespread skepticism regarding teachers' willingness to change the way they had been managing their classrooms or preparing lessons. One principal expressed the opinion that teachers would implement ETT if they were shown that it was expected of them by the school administration. Teachers pointed out that school-wide change is difficult to accomplish if the school is too large.

Factors Necessary to Implement ETT

Follow-up inservices and the leadership of principals were seen as the two most crucial factors in the successful district-wide implementation of ETT practices. Teachers noted the training at the E.R.&R. was successful in providing an environment for teachers to share, and that creating a similar environment for teachers in the school was desirable.

Administrative Support

Most of those interviewed found administrative support for ETT to be strong, even though in a previous question it was pointed out that, as yet, there were few formal school-based programs of support. Respondents indicated that there was an attitude of support among principals, both for ETT training and practices. However, principals were seen as sometimes unable to demonstrate this support due to the size of the schools and the diversity and magnitude of their other responsibilities.

Workshop Evaluation and Implementation Survey

Teachers and administrators who participated in the workshops during the 1986-87 school year rated all aspects of the training very highly. The large majority of teachers who received ETT during the 1985-86 school year were implementing the concepts taught in the training on an almost daily basis in the classroom. This represents an increase in the frequency with which they employed these principles prior to receiving ETT. It was also felt by the majority of teachers surveyed that the application of ETT principles in the classroom had improved the quality of their instruction.

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